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ABSTRACT

This report analyzes practices and conditions that seek to prevent at-risk behaviors among adolescents. Discussion begins with a description of the developmental tasks that adolescents need to complete before they can assume productive adult roles in society. While two conflicting views of adolescence are noted, the capacity of young people to change is supported. The report examines characteristics of home, school, and community environments that support the healthy physical, emotional, social, cognitive, and character development of adolescents. The report then outlines a process for identifiying at-risk adolescents and highlights some intervention designs for youths already displaying at-risk behaviors. Interventions include academic support, pupil services and social services supports, career preparation and experiential learning, schools of choice, and school reorganization. Concluding discussion concerns two challenges to those attempting to make changes that will benefit high school students. For each challenge, barriers that will need to be dealt with are listed. Forty-three profiles of intervention programs that serve as examples across the nation are appended. A list of 65 references is provided. (RH)

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# BRIDGE TO THE FUTURE

## STUDENTS AT RISK DURING THE HIGH SCHOOL YEARS

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# BRIDGE TO THE FUTURE

## TECHNICAL TEAM REPORT

### Addressing the Needs of At-Risk Students During the High School Years

Submitted to

The Commission for Students At Risk of School Failure

# FOREWORD: TO THE COMMISSION FOR STUDENTS AT RISK OF SCHOOL FAILURE

The High School Years Technical Team met to analyze issues relevant to adolescents who are at risk of not progressing toward high school graduation and a productive adulthood. Current research and practice in Maryland and the nation formed the basis for inquiry into the high school learning years.

Members who served on the High School Years Technical Team brought to their task the intensity, energy, and vision one would expect from such experienced professionals. Their practical knowledge shaped this report. Within restrictive timelines, this team generated position statements, reviewed current findings, and revised drafts for the report. We thank the following dedicated members for their spirited contributions to this project:

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Margaret Trader, technical team chairperson, deserves special thanks for her tireless efforts to clarify, conciliate, and organize the collaborative efforts of the group. Special thanks also need to be extended to Carol Reid for her skills in research and report writing and for her patience and dedication in completing this complex task. We also want to especially thank Skip Mc Cann for his incisive observation and accurate summaries and Dolores Queen, technical assistant, for her valued research services.

Phyllis Sunshine
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# EXECUTIVE SUMMARY

## HIGH SCHOOL YEARS TECHNICAL TEAM REPORT
## ADDRESSING THE NEEDS OF AT-RISK STUDENTS

Although high-school-age adolescents vary in the degree and type of difficulties they encounter as they grow into adults, far too many young people fail to receive resources and support when they need it. Can we -- homes, schools, communities -- help these young people during adolescence? Have the accumulated effects of heredity, upbringing, childhood adversities, and encounters with unresponsive institutions caused irreversible damage by the time adolescents enter high schools? The Technical Team agrees with many social scientists in affirming that high-school-age adolescents are capable of changing. It also agrees that earlier, negative effects on development can be overcome.

Yet, the weight of research evidence suggests that interventions to change youth during this period are difficult, complex, and costly. In addition, we must make sure that our current and future practices do not create new problems for previously healthy adolescents. Both prevention and intervention must be our focus. To be effective in our efforts, we must become adept at identifying the causes of adolescent at-risk behavior and correlate our interventions accordingly.

This report begins with a description of the developmental tasks that adolescents need to accomplish before they can assume productive adult roles in society. It notes two conflicting views of the period while supporting the capacity of young people to change. Educational opportunities should exist to nurture the wide range of adolescent developmental profiles without creating labeled segments of learners.

Circumstances that adolescents encounter can ease or retard their transition to adulthood. This report examines the characteristics of home, school, community environments that support the healthy physical, emotional/social, cognitive, and character development of adolescents.

- School environments that promote student learning attend to factors of inviting climate, balanced curriculum, and flexible school organization. The degree to which a school accomplishes these objectives is the measure of its degree of "wellness". A well school is one that has assessed the learning environment and has taken action to reduce or eliminate impediments to learning. It is a school where adolescents of all types achieve academically and grow socially.

- Home environments affect student success/achievement in powerful ways. In fact, researchers find that parental concern and encouragement are twice as predictive of academic learning as family socioeconomic status. Families need to have sufficient strength to care and nurture adolescent growth and adolescent values formation. Homes and schools should connect with each other and reinforce each other in this task. Structures should be in place to ease parental involvement in schools. Structures should also exist to communicate effective parenting practices.

- Community environments offer youth an opportunity to operate outside the institutions of home and school in building a sense of social connectedness. Communities offer youth activity and service opportunities as well. Communities also represent coordinated services to adolescents. In the context of the community, adolescents "try on" the capacities needed for adulthood. Some communities require assistance in providing services to their adolescents. They lack the resources to meet current and ongoing needs. We know that community participation yields positive adolescent growth. Communities need to connect with schools and homes to meet adolescent needs.

The previous two sections of the report analyze those practices and conditions that seek to prevent at-risk behaviors. The next section of the report outlines an identification process and highlights some intervention designs for youth already displaying at-risk behaviors. An identification of high school age, at-risk youth, would include two factors:

- Progression toward high school graduation.
- Progression toward acquiring the knowledge, skills, and attitudes needed in young adulthood.

Five categories of intervention design correlate with the needs of adolescents already at risk:

- Academic Support
- Pupil Services/Social Services Supports
- Career Preparation/Experiential Learning
- Schools of Choice
- School Effectiveness/Reorganization.

The recommendations of the Maryland High School Study Committee raise the issues of how and what can be done in strengthening schools to meet adolescent needs. From that study, the Technical Team defines two challenges that precede any change:

**Challenge One: To review and rethink high school practices, policies, structures, and resources to assure that they operate in the best interest of all students.**

**Challenge Two: To review and rethink a range of interventions with resources to assure that high schools operate in the best interest of those students exhibiting at-risk behaviors.**

Finally, the Technical Team recognizes that barriers exist to meeting the challenges to change. The Technical Team requests that the Commission respond to these barriers in accepting the challenges to change. We ask the Commission to "Make the message so obvious that even organizations and institutions with no prior history of involvement with education cannot, in good conscience, ignore it" (Robert B. Schwartz, Office of the Governor, State of Massachusetts).

# INTRODUCTION

The multiple capacities an adult needs to function in the roles of citizen, worker, and family member are clarified and shaped in the high school learning years. As adolescents prepare for their future, they try to connect what they remember they were in the past to what they feel they are now and to what they imagine they will become (Gold & Petronio, 1980). This is a period of self-definition that will strongly influence future roles. The emotional and cognitive development of adolescence that is necessary for this sense of identity, competence and self-worth takes place within specific cultural and social contexts.

The rapid change and diversity of American society demand that adolescents emerge from this period as competent, flexible problem solvers and responsive, caring persons. To promote the development of adolescents who are able to fulfill their adult roles, families, schools, and communities are challenged to function as supporting and facilitating environments.

This report is presented in the belief that, as a society, we can help adolescents overcome previous adversities; we can help keep them in school; we can help prepare them for rewarding jobs and meaningful, productive lives. Implicit is a belief in the potential for change after childhood experiences (Brim & Kagan, 1980). Many social scientists now doubt that early learning experiences necessarily cause irreversible damage (Kagan, 1979). Readiness deficits can be redressed. Baltes & Schaie (1976), among others, maintain that the human organism continues to learn and change within the context of its environment. That variable extends to high school adolescents the opportunity to see themselves as successful in a setting or to withdraw from that setting (Bandura, 1982).

To make these beliefs a reality, Maryland needs to identify and implement those programs and practices "reasonably calculated to yield high school graduation" for all our adolescents (CCSSO, Legislative Goals, 1988). Five questions are central to the examination of the goal:

- *What are the characteristics of adolescence?*
- *What environments--home, school, community--support healthy development for all adolescents?*
- *What are the definitions and indicators of adolescents at risk?*
- *What intervention strategies address the needs of high school adolescents already demonstrating at-risk behaviors?*
- *What are the major challenges to meeting the needs of adolescents, particularly those demonstrating at-risk behavior?*

Members of the technical team believe that an investigation of these questions will help the Commission identify what Maryland and its local education agencies can do to support the physical, emotional/social, and intellectual growth of its adolescents in their progression toward successful adulthood.

Schools are the last remaining institution through which most adolescents pass. In keeping with that realization, the technical team agrees with Reverend Jesse L. Jackson when he says that "Education is not a social program. Education is a national defense, a national security program...the key to domestic tranquility." High schools represent our "last chance" to make a difference.

# DEVELOPMENTAL CHARACTERISTICS OF ADOLESCENCE

In the popular view of adolescence, this period of human development is marked by the stresses of physical growth and sexual maturation. This common view asserts that adolescence is indeed a time of intense storm and stress (Hall, 1904). However, new research counters with the view that not all adolescents experience great turmoil and difficulties. For instance, Rutter (1979; 1980) finds that fewer than 25 percent of all adolescents really do become enmeshed in the kind of stressful, consuming passions that common lore assigns to the period. Social learning theorists perceive the problems of adolescence to be culturally determined and the result of collective social expectation rather than an inescapable occurrence in development (Bandura, 1982; Muus, 1980). "What society does and how adolescents react and interact becomes critically important. Our inappropriate expectations may become self-fulfilling prophecies" (Lipsitz, 1980, p. 22).

## *What are the characteristics of adolescence?*

Specialists associated with adolescence have not artificially created the age group. Instead, they recognize several years in the life span that have many common developmental tasks and characteristics (Blos, 1972). For the purposes of this report, all high schoolers are adolescents, but not all adolescents are high schoolers. Adolescence spans a period that includes the high school learning years. However, no universally accepted definition of the period exists.

Adolescents enter the high school learning years with many variations in their development. Consequently, "readiness" for the tasks of early adulthood is an appropriate term to use in setting goals that account for these variations. We can consider four developmental areas that help define readiness and healthy adolescence: physical, social/emotional, cognitive, and character growth. With the possible exception of physical growth, none of the above developmental characteristics are guaranteed or secured by all adolescents. If adolescents interact positively with and within their environments and institutions, their growth proceeds. Too often it does not.

## Physical Development

In the beginning, adolescence is a biological happening with the growth spurt and sexual maturation as its central theme. In biological terms, this period refers to "that span of a young person's life between the obvious onset of puberty and the completion of bone growth" (Konopka, 1976, p. 2). Hormonal changes define the period long before a consideration of emotional or social conflicts do. Physiological markers cannot be the central descriptors of the period. No available evidence proves that at a specified age an individual ceases to display adolescent behaviors or concerns. Universal endocrine changes herald a period that is certainly culturally determined and defined. The concept of the high school learning years helps to define what is normal for this period. Physical growth seems to be the only assured denominator of this group.

Adolescents must maintain or acquire physical vitality during their high school years. To become adults who can function and contribute to society, physical vitality is essential. This state

of "wellness" is a prerequisite to completing the normal physical tasks of everyday life. It includes the health issues of resistance and resilience as well as stamina and energy (Costello, 1980).

## Emotional/Social Development

As adolescents emerge from childhood and the middle learning years, their feelings of effectiveness and worthiness vary. Low self-esteem may pervade the youth's life or be confined to particular areas. A clear, positive personal identity is a requisite for growth in these years and in later life. Adolescents' chief tasks include separating from their families, becoming self-reliant, and constructing an integrated identity (Erikson, 1959, 1968). These psychological developments represent one of the most demanding tasks of adolescence. While most adolescents identify with parents/families (Rutter, 1980; Adelson & Doehrman, 1980), peers are increasingly important for approval and values clarification (Asher, 1983).

In addition, adolescents expect and are expected to contend with conflicts and stresses. Often their ability to marshall optimism and generate alternative decisions determines their performance. Anxiety and depression diminish performance and may flow from familial predispositions, environmental variables, or health disorders. Effective coping skills fuel motivation and ambition. Adolescents who are paralyzed by inadequacies frequently adopt learned helplessness behaviors that limit their growth (Diener & Dweck, 1978). Believing that they have little influence over what happens to them, or feeling that life's demands overwhelm them, precludes these adolescents from helping themselves and opens doors to temptations such as substance abuse and thoughts of self-destruction.

The ability to sustain caring relationships is a key capacity adolescents must develop and demonstrate during this period. Caring relationships illustrate healthy emotional/social growth. To use Erickson's (1980) terminology, "intimacy, commitment, and love" would be reciprocal in relationships. This is a necessary prerequisite to such adult tasks as nurturing offspring, caring for the elderly, or to sustaining lifelong friendships. When caring relationships are sustained, then people can live productively and peaceably (Costello, 1980; Youniss, 1980).

## Cognitive Development

The increased size and strength of the adolescent parallels a move to more complex and abstract ways of cognition (Piaget & Inhelder, 1968). Demands for symbolic representations of reality recur frequently in every aspect of the high school adolescent's experience. Gardner (1984) speaks of this stage as a "sorting process." The sorting process should operate to meet the cognitive needs of students as they progress toward adulthood. If skills do not match conventional performance standards, such skills will likely remain underdeveloped and underutilized during these years. Typically, they will be tracked, not based on readiness, but based on a comparison to conventional standards, then through the courses they select.

Resourcefulness is one of the capacities adolescents should develop for functional adulthood that depends on the application of cognitive skills. The individual demonstrates an ability to act effectively to achieve goals. Functional literacy and numeracy form the basics in this area. The ability to learn new things and apply that learning to problems is central to the developing adolescent and the functioning adult. The adolescent must learn how to seek and evaluate information, and make appropriate decisions. Adult resourcefulness rests on the healthy cognitive development of the high school learning years (Costello, 1987).

## Character Development

How and why the adolescent relates to societal rules is also clarified during this period (Kohlberg & Gilligan, 1971). Adolescents learn to factor in the rights of others as they make decisions. Adolescents need to develop the capacity to become community members who will "respect and contribute to interests that transcend (their) own: that they will sacrifice self-interest to public interests in order to accomplish social goals" (Costello, 1980). It is through interactions within communities that the rights of others become a part of individual decision making (Kohlberg, 1969).

Adolescents strive to develop a sense of independence marked by the emergence of personal values and conscience. They commonly question moral and ethical standards in forming a personal moral code. Kohlberg (1963) finds that most adolescents believe in morality for the sake of morality and hold strong values of altruism, justice, punishment, and honor. They are well equipped to handle challenges to their personal moral code (Coles, 1986). Some adolescents, have, however, highly pragmatic and amoral tenets of behavior that the high school learning years must address and adjust for healthy and productive adolescent entry into adulthood. In general, though, adolescents can increase their capacity for self-reflection and monitor their impulses (Peterson & Crocket, 1986). Healthy character enables entry into a democratic society where adults are expected to be concerned and active.

## Summary: Potential for Change

Even in positive circumstances, adolescence can heighten self-consciousness, jeopardize self-esteem, engender depressive feelings, and create anxiety about the future. This period is one in which the adolescent reintegrates and restructures; it is a time when changes have major significance for later life (Massimo & Shore, 1973).

Adolescents are dependent on both their inner resources and the resources of the environment for healthy, progressive development. That dependence or vulnerability is a hallmark of the age, perhaps even more so than the traditional view of the moody, rebellious, alienated, uncommunicative teenager.

We recognize the need for homes and communities to join in actively supporting schools in developing the healthy growth of adolescents. The contexts of home, school, and community interact with the adolescent to foster or thwart the development of needed capacities for adulthood (Rogoff & Lave, 1984). Capitalizing on the potential for change that adolescents possess increases the likelihood that healthy growth will take place.

# ENVIRONMENTS FOR HEALTHY GROWTH

If all students are to have a reasonable chance of reaching adulthood with the skills and capacities needed for success, then "we need to focus efforts on students basic needs to understand how to motivate them to strive for success" (Greene & Uroff, 1989, p. 81). Our understanding will be clarified if we can identify:

***What environments--home, school, community--support healthy development for all adolescents?***

"Schooling " is not the only synonym for "education." Life educates as does the home and the community. The burden of achieving equity of educational opportunity should not and cannot be borne by schools alone (Bowles, 1968). Americans give schools tremendous power to help shape the behavior and thinking of their children. Homes and communities exert corresponding forces on those children. If we are to examine the tasks of these institutions and reflect on their success in supporting the needs of high-school-age adolescents, we need to specify what we want for or from our adolescents as they negotiate their way to adulthood through these institutions.

The school environment and its connecting relationships to the community and home provide the adolescent an opportunity for interaction and growth. Each of the environments encourages or discourages healthy development to the extent that it recognizes, ignores, or denies adolescent needs.

## The School Environment

However diverse their backgrounds, adolescents enter high schools with a need to learn. "The mission of the public high school is to challenge and help students to grow intellectually, personally, and socially. Graduates should be able and willing to take the appropriate first steps into their chosen field of work or study, to act responsibly as citizens, and to enjoy a productive life" (Recommendations, 1983, Vol. I, p.6). If effective schools are those where <u>all</u> students master basic priority objectives (Druian & Butler, 1987), then schools must devise strategies that succeed with all students.

Schools that are successful in meeting student needs orchestrate their efforts around some basic themes:

- inviting school climate
- balanced and comprehensive curriculum
- flexible school organization

### Inviting School Climate

School climate addresses the prevailing conditions and factors that are capable of influencing teaching and learning. Schools with inviting climates invite learning. The invitation to

learn at the high school level results from how decisions are made; how responsibilities are shared; how teachers, students, and parents are included or excluded; how students are expected to achieve; and how students are to be disciplined.

Schools with inviting climates communicate a sense of shared purpose. The school promotes student growth by working together to build the philosophy, goals, policies, and programs of the school. The principal displays strong school leadership. Principal and teachers together work with energy and vision to use the subcultures of the building effectively to create and maintain success. Together they monitor school operations and maintain order and discipline throughout the structure. Students are not excluded from this shared purpose. Opportunities exist for students to participate in setting goals as well as school rules. If adolescents are to develop as competent problem solvers and socially responsible individuals, they need to practice their skills in real life situations. The school is one of these situations. Schools need to create a desire on the part of students to belong to the school community (Maeroff, 1988).

Talented teachers and administrators model lifelong growth through learning by active participation in staff development efforts. A genuine sense of community exists among the teaching staff. Appropriately introduced skills and techniques are presented in response to perceived needs. Access to a continuing program of staff development can also link staff to collaborative improvement efforts with business, parents, community, and other educational institutions. Teachers are formally and informally recognized for their accomplishments. The standards, rewards, and conditions of the high school teaching profession are geared to excellence.

Students are motivated by positive student/teacher relationships. Interactions go beyond the content of the lesson. As adolescents struggle to articulate a self-identity, teachers can be a powerful positive force. Connections to each other, the institution, and society are forged when teachers have the time and students have the opportunity to build a sense of belonging (Mortimore, Sammons, Stoll, Lewis, & Ecob, 1989).

High expectations also motivate students to learn. In the culture of successful schools, academic improvement and achievement are officially recognized. Teachers communicate their high expectations for student achievement by teaching students the processes of learning. Students learn how to learn. Students also learn how to deal with success and failure. Teachers allow students to decide for themselves what success or failure in a task means. Responsible adults help them learn to attribute success to ability and failure to a lack of effort (Hammond & Howard, 1985). The official school reward system legitimizes this belief with rewards for both process and outcomes.

Parental involvement and support are no less important at this period than any other. Parents can be included in school goal setting and implementation as well as other responsibility areas. "Each high school should ensure that parents/guardians and other citizens of the community are informed about and encouraged to be active participants in the life and programs of the high school" (Recommendations, 1985, Vol. V, p. 19).

In addressing climate, schools view learning through the affective domain. Perceptions of leadership, classroom instruction, school management, and relationships either enhance or impede learning. Monitoring adolescent perceptions requires a two-way communication pattern with students.

## Curriculum

Curriculum is the substance and sequence of educational activities that promote desired student learning (Recommendations 1984, Vol. II, p. 5). *Public high school curriculum shares* responsibility for promoting adolescent physical, social/emotional, cognitive, and character growth. Matching adolescent needs with a course of study involves challenges. First, curriculum must address the knowledge and skills needed by students in the modern world. It must adapt to the diversity of student preparation, background, and ability. It must help students cope with rapid change. It must be relevant to students' perceived needs. Finally it must remain open to changes in what we know about students and our world.

High school students should discover through the curriculum the interrelatedness of subjects and the connectedness of knowledge. Curriculum at this level should translate into instructional activities designed to engage students in quality thinking. Through teacher practices of lecture, coaching, and inquiry, the curriculum can encourage active student participation (Boyer, 1983).

Literacy, numeracy, and civic understanding form the core curricular requirements (Sizer, 1984). Teachers require appropriate and creative inservice to adapt curriculum to the needs and diversity of the adolescent student. Curriculum is offered through the schools; schools help students connect learning with life.

## School Organization

Schools organize people and curriculum to connect with student needs. Schools deliver their assistance through an organizational structure that should facilitate student learning. In considering appropriate secondary school organization it is wise to keep the developmental characteristics of adolescence in focus. Schools need to support the inquiry and energy, the variability and variety of adolescents.

Flexibility in scheduling can permit larger blocks of instructional time for courses like lab sciences, foreign language, and writing. Use of core curriculum approaches for all students and a reexamination of tracking procedures, timed periods and traditional instructional methods may yield useable directions to support student success.

Small communities of learners, each supporting the growth of the other and cooperating in the aims of learning, correlate to adolescent needs. Our large secondary institutions often alienate students and complicate the development of caring relationships. Mentoring, counseling, and peer tutoring augment a secondary structure that risks losing a student. Successful schools examine school structures and ask how they can best meet student needs. Consistency and frequent monitoring of the school organization can promote student growth.

Successful schools consider climate, curriculum, and organization issues central to student growth. These themes reflect an emphasis on people and interactions as a way to invite students to stay, learn, and develop the capacities needed for adulthood. That will not happen as long as the majority of adolescents play largely passive roles in hierarchical school structures (Wm. T. Grant Foundation, 1988).

"The educational community can no longer permit some within its ranks to act on the belief, overtly or unconsciously, that schools can do little to change the lives" of their students (Young & Melnick, 1988, p. 392). The ability to change is one of the descriptors of adolescence, and it should likewise be one of the descriptors of the institutions that serve them. The question becomes then, not whether adolescents are resilient, but "under what circumstances their resiliency

can be maximized" (Gideonse, 1986, p. 27). Our schools must provide opportunities for young people to deal with their world through the content of instruction. They should change positively through this contact. Perhaps the most difficult and critical task of the effective public secondary school was summed up by a New Orleans assistant principal. "Our goal must be to get students without a history of achievement to believe they can be successful" (Phi Delta Kappan, May 1988, p. 635). Administrators and teachers can and do make a difference in student development when they involve adolescents in their own learning (Wehlage & Rutter, 1986).

## The Home/School Connection

Home environment affects student success/achievement in powerful ways. The parent-adolescent relationship continues to influence how young people relate to their environment and others within itt. Walberg's (1984) analysis of factors that influence high school learning found that "parental concern and encouragement were twice as predictive of academic learning as was family socioeconomic status" (p. 334). Consequently, home beliefs about hard work and expectations are reflected in adolescent attitudes and behavior and have real, measurable impact on school achievement and deportment (Entwistle & Brennan, 1971; Rock, Ekstrom, Goetz & Pollack, 1986). Some research suggests that parental educational expectations reduce the adolescent's chances of dropping out of school (Schrom, 1980).

The adolescent finds in the family unit a model of social interchange. Wilks (1986) challenges the popular view that adolescents bond only with their peer group when he finds that older adolescents rate relationships with their families as more important than friendships with peers. It is not surprising, then, that nearly 90 percent of high school seniors, as measured by the U.S. Department of Education (1988), agreed with their parents on the value of an education, and 70 percent reported no difference of opinion with their parents on what they should do with their lives. Families may help or hinder adolescents, therefore, in their ability to do such developmental tasks as label an interpersonal problem accurately, generate alternative solutions, anticipate consequences, and evaluate outcomes (Brion-Meisels & Selman, 1984).

It is foolhardy to overlook or to fail to ensure positive adult influence on adolescents. A family needs to have "... sufficient emotional strength remaining, after dealing with survival issues, to care for and nurture its children. In practical terms, this means access to food, shelter, physical safety, and economic stability. As these resources diminish, stress increases and the outcomes in terms of children become less acceptable" (Schwartz, 1987, p. 1).

Families need support in providing values that strengthen the personal/ educational development of young people. Opportunities to teach parenting skills to both adolescents and existing families should capitalize on the need for timely, accurate information pertinent to adolescent development and related health issues. Schools also need reciprocal supports from parents. Designing opportunities for parents to become an integral part of the course selection process and articulation procedure is one important step in keeping school on the home agenda (The Baltimore Urban League, 1988). Parents may need assistance in becoming effective in this role. Training in needed skills for this area should also be a part of parenthood education efforts.

Parents should be a part of their adolescent's schooling in more formal ways as well. School Management Teams need input from parents to make informed decisions. School Governance Structures--like Citizen's Advisory Councils and Parent Advisory Teams--need the leadership and input from every segment of the parent community (Comer, 1986; Epstein, 1987).

"Parent involvement is everybody's job, but nobody's job until a structure is put in place to support it" (Epstein, 1987, p. 8). Schools need to examine their local data to determine how

effectively families continue to meet the needs of the developing adolescent. Working with parents can help determine if all families are equipped to provide the kind of support adolescents demand. If families are to provide for, protect, and teach their members, the school and community must change to accommodate possible new family demands and structures (Wm. T. Grant Foundation, 1988).

## The Home/School/Community Connection

Adolescents need the chance to grow through interactions within their environments. Through public and private cooperation, young people and their families need access to a full array of developmental, preventive, and remedial services. The various groups/agencies involved in supporting adolescent growth include businesses, churches, colleges and universities, health care resources, media, neighborhood groups, parents, schools, social/fraternal/professional organizations, and political groups. Their efforts need to be coordinated in terms of individuals.

In looking to communities, we seek supports for schools and homes in assisting healthy adolescent development. It is important to give young people an opportunity for successful involvement in roles that promote social bonding to conventional norms and behavior (Wehlage, Stone, & Lesko, 1982). Young people need to be involved in ongoing reciprocal relationships with adults. Schools and communities should work through their organizations and partnerships between the organizations to assure that this occurs. Schools, homes, and communities need to cooperate in helping young people maintain reasonable part-time work schedules that will not interfere with their academic and social development.

Youth need to operate outside the institutions of school and home with some confidence that there is a place for them--that they belong. In the context of the community, the adolescent learns to balance the tension between self and the social group (Wynn, Richman, Rubenstein, & Kelly, Maines, 1985).

Ianni's (1983) studies find that when adolescents are inadequately socialized in the cognitive, affective, and behavioral skills that define adulthood, they fail to develop internal moral control. Research on moral development suggests that everyday experience within the community forms the basis of decision making (Kohlberg, 1969). Within the cognitive domain, the development of specific intellectual skills occurs most positively and effectively when the patterns and problems of everyday life call for the application of those skills (Cazden, 1972; Heath, 1983; Phillips, 1982). Participation in peer groups within the community context provides further interaction for emotional/social growth (Coleman, 1974; Ianni, 1983; Kelly, 1977). As Dr. Martin Luther King, Jr. once observed, "everyone can be great because everyone can serve." All of the capacities that young people need to develop to become functioning adults are tried and tested through the community.

Communities are more than activity and service opportunities, however. Communities also represent coordinated services to people and a host of different ways to meet the needs of adolescents. Organized and ongoing groups offer the opportunity for participation with adults and peers. Developmentally appropriate avenues should exist for adolescents to "try on" the capacities needed for adulthood. Additionally, adolescents should have invitational and organized access to the use of community facilities and events if they are to feel that they belong (Wynn, Richman, Rubenstein et al., 1988).

Participation is the key to growth and interaction. More than 300 national youth organizations with local chapters support the growth of capacities reaching toward adulthood.

Adolescents need to understand the attractiveness and worth of such programs. Currently, only about 20 percent of our adolescents belong to such structured organizations (Bryant, 1985).

As youth assume responsibilities of work, family, and citizenship within the community, they need resources and support. Community supports stretch across a broad range of programs, administrative structures, financing, and opportunities. Given the diversity of needs that community supports address, this is not surprising. Yet many communities lack both the leadership and money to meet adolescent needs. Coalitions of government, business, volunteers, and citizens can be successful in focusing resources on need. Seattle's Kid's Place and Minneapolis' City's Children: 2007 are two such partnership efforts of the community, homes and schools for healthy adolescent growth.

Community participation yields positive adolescent growth. Communities, together with schools and homes, form a source of support for adolescents and another way of meeting their needs. Service to communities and support from communities "need to be removed from the fringes of the lives of young people and pushed to the very center of their values. Young Americans ought not to become inured to the needs of society, but rather deeply involved in helping to meet them" (Youth Service America, 1987, endpaper).

# INTERVENING ON BEHALF OF AT- RISK HIGH SCHOOL STUDENTS

Adolescents enter the high school learning years with a legacy of successes and setbacks. Some have experiences of excessive frustration and failure that find them chronically success-deprived (Levine, 1987). Gaps in skills tend to widen at this stage and exert lasting impact on future development (Taggart, 1987).

Patterns of advantage and disadvantage vary within the same individual. Most adolescents develop a core of security that is anchored in the reality of their situation. This enables them not only to cope, but to thrive on the stresses of this period (Stone & Church, 1957). Some social scientists and researchers, though, still consider that all youth are at risk at some point in this stage (Hodgkinson, 1985; Ogden & Germinario, 1988). Yet adolescents can come from abuse situations and do well anyway; adolescents can experience school failure and not drop out. Conversely, adolescents can operate from highly positive histories and become at risk anyway.

## Identifying Students At Risk of School Failure

Some adolescents contend with clusters of factors that make them vulnerable to school failure. They are at risk in a far more critical way than many of their adolescent contemporaries. For instance, youth who are victims of poverty, racism, dysfunctional families, health problems, and negative role models harbor risk factor complexes ( Karniski, Levine, Clark, et al., 1985). Resiliency is eroded under the burden of such clusters.

No single negative environmental factor (e.g., home, school, and community) accounts for at-risk behavior and no one solution will terminate at-risk behavior. Solutions that neglect the home factors, or the social factors, or the institutional factors are doomed to failure (Gideonse, 1986).

How the State of Maryland and its local education agencies will implement at-risk programming and/or interventions will relate to the number of students served. That number, in turn, depends on how at-risk students are defined.

### *What are the definitions and indicators of adolescents at risk?*

The Technical Team identifies students at risk through two measures.

1. Their progression toward high school graduation.
2. Their progression toward acquiring the knowledge, skills, and attitudes needed in young adulthood.

At-risk high-school-age adolescents are those students, then, who are at risk of not demonstrating sufficient progress in acquiring prerequisite knowledge and skills for success in meeting high

school graduation requirements and in transitioning to adult life. These students may exhibit one or more of the following behaviors:

- sporadic school attendance
- disruptive behaviors
- failing grades and courses
- not engaging in classroom and school activities
- using drugs and alcohol
- becoming pregnant and caring for a baby
- attempting suicide

Clearly, not all at-risk issues are educational nor do they all occur within the school. The school cannot be the sole provider of services to all individuals for all problems related to at-risk behavior. Schools can be a vehicle for educating youth in their care about the larger issues related to such behaviors. Schools can be a cooperative partner with other agencies aimed at individuals involved in at-risk activities. Schools can institute preventive educational programs for youth and their parents. Schools can only perform these functions if they know the context of the community they serve.

In knowing how the larger community impacts on students, schools can use locally generated data to identify a pool of candidates eligible for at-risk programs. A professional team can determine which students should receive services. School based professionals can also determine how their at-risk students can best be served. For example, the whole school population may require certain services. Intensive drug education efforts are needed in some schools for most all students. On the other hand, only groups of students within a school may have sufficiently similar needs and those needs can be addressed in group formats. Because of the nature of their at-risk population, some schools may need to deliver individual supports to individual students.

This Technical Team urges that the term "at risk" not be used with a labeling/tracking function within schools. Rather, the Team advocates using the concept of at riskness to analyze and respond to adolescent basic needs.

Helpful interventions depend on determining the factors causing or relating to the at-risk behaviors. For example, teacher attitudes and expectations, curriculum, resources, support staff, school organization and school climate may be among the school factors causing a student's failure. Schools can address factors contributing to at-riskness by knowing and responding to the causes of the student's at-risk behavior. How does a school do this?

## Intervention Design

No single intervention program exists that will help all students. Connecting an intervention design to the cause of "at riskness" is a wise beginning. Many programs currently are available. Unique local conditions, together with the severity and size of the at-risk problem, will help determine whether existing programs can connect to local need. To proceed effectively we must be able to itemize, evaluate, extend, and adapt what already works for at-risk adolescents . Consolidation of existing delivery systems would also help.

### *What interventions address the needs of high school adolescents already demonstrating at-risk behaviors?*

Existing programs and practices can be arranged into five categories for review:

1. **Academic Assistance/Remediation** approaches designed to accelerate learning for students who have fallen behind in their school work.

2. **Pupil Services/Social Services** designed for adolescents who need developmental assistance with personal, interpersonal, academic, health, or career issues.

3. **Vocational/Career Preparation** programs designed to positively enrich academic study and help connect school with vocations and the world of work.

4. **Schools of Choice** experiences designed for targeted groups of students who need or prefer separate settings and/or non-traditional instruction.

5. **School Improvement/Reorganization** efforts aimed at confronting climate problems in schools and classrooms where large numbers of students are or become at risk as a result of inappropriate schooling.

Whatever the intervention practice or program is during the high school learning years, it should be flexible enough to accommodate the diversity of needs that this period presents. It should also be sufficiently flexible to operate in partnership with of those it will serve.

Table 1 presents some specific examples of practices and programming designs within each of the above categories. The Appendix highlights several national and state examples of different intervention program approaches.

#### Academic Assistance/Remediation

Adolescents need to enter the high school educational and social mainstream as quickly as possible. This means closing the achievement gap for many at-risk adolescents by bringing them to grade level in basic skills, but also building capabilities in problem solving, communication, and self-concept (Levin, 1986). It means developing the specific skills and knowledge students will need to enter the world of work or continuing education. Over the next 15 or so years, for the first time in history, it is projected that the majority of jobs will require a post-secondary education (Johnston & Packer, 1987).

To accomplish this task of connecting students to learning, schools need to stress greater availability of instructional time and its more effective use (Denham & Lieberman, 1980; Fisher & Berliner, 1985). Unlike the slow instructional pace usually associated with remediation, the high school learning pace must be fast enough to keep adolescents attentive and learning at a productive rate (Barr, 1973-74; Good & Grouws, 1978). The affective school environment is of special importance in accelerating learning (Lozanov, 1978; Richardson, 1987).

To meet this challenge, basic skills enhancement programs can be integrated into a broader curriculum for at-risk adolescents. Aside from the exemplary programs that respond to individual

# TABLE 1: DIFFERENT APPROACHES TO ADDRESS THE CAUSES OF STUDENTS BEING AT RISK DURING THE HIGH SCHOOL YEARS

| | ENVIRONMENT | | | STUDENT |
|---|---|---|---|---|
| PROGRAMS | Parents | Schools | Community | |
| 1. Academic Assistance | | T.E.S.A. Project<br>Project R-3 CLIMB<br>Student Team Learning | Instructional Inservice Training | Project Catch Up<br>$M_2$ C LEAP<br>CAMEL APL<br>ReCaRe Payoff<br>Peer Tutoring<br>Proviso Reading<br>Maryland's Tomorrow |
| 2. Pupil Services / Social Services | S.T.E.P. | Maryland Suicide Prevention<br>MD Pupil Services Programs<br>Project Intercept<br>Teacher Assistance Teams | Casey Project | New Model Me<br>Maryland Student Assistance Program<br>Peer Tutoring<br>Ombudsmen |
| 3. Vocational and Career Preparation | | | Multi-Service Community Centers Program<br>Student Service Alliance<br>Experience-Based Career Education | Career Assesment & Planning<br>Career Development Program<br>Occupational & Career Development<br>Maryland's Tomorrow<br>Wayne Career Ed.<br>Project 50/50 |
| 4. Schools of Choice | High School in the Community | | | Project COFFEE<br>City-As-School<br>DEEP<br>Special Alternative & Remedial Classes<br>Reading/Writing Workshop |
| 5. Alternative School Approaches | | FOCUS Dissemination Program | | Strategies for Student Accommodation<br>CATS ESSO<br>Basic Skills Program |

or group needs, there are strategies that support the academic development of at-risk youth. Intensive, computer-assisted instruction, combined with teacher instruction and supplemental materials, can make gains in achievement. Linking basic skills growth to vocational issues and paid employment can also be successful.

As Asa G. Hilliard III states, "At-risk students thrive on intellectual challenge, not on low-level remedial work. The successful approaches do not imitate the procedures for pigeon training" (p. 197). We need an array of responses that seek to connect the at-risk student to school environments through increasing their competency and self worth.

## Pupil Services/Social Services

Significant high risk issues face today's high school students and staff. Substance abuse, suicide, AIDS, eating disorders, teen pregnancy, teen parenting, runaways, and dropouts are but a few of the subgroup issues that demand programs, services, procedures, and policies. Pupil services interventions provide assistance with health, personal, interpersonal, academic and career problems. Through case management, counseling, advocacy, follow-up and referral services, at-risk high school students receive valuable assistance in exploring school options.

Pupil services professionals deal directly with students but also serve as consultants to teachers and trainers and to parents and student groups (The Center for the Study of Social Policy, 1986). Group counseling functions enhance overall performance for underachievers in secondary schools. Counseling programs combined with supportive instruction motivate even truant, low-income students back to regular school attendance (Thompson, 1987). Locating and networking human resources agencies within the schools provides access to students and streamlines the effectiveness of school-based intervention responses.

Developing a meaningful philosophy of life is a common outgrowth of rendering service to others. Pupil services programs encourage the operation of other service programs within the school and community. Youth and communities benefit when service is a part of therapy and normal growth for at-risk adolescents.

Key to any successful pupil services intervention at this level is the inclusion of parents and students in the decision-making process. Teen planning groups, for instance, are encouraged. Student Assistance Programs rely on student involvement for information and intervention. Pupil services efforts seek to establish and reinforce positive norms when negative situations challenge the healthy growth of adolescents. Team efforts underscore and model the social connectedness we want adolescents to emulate.

The growing number of students demonstrating at-risk behaviors requires increased services from community health and social services agencies. In response to student needs, a number of cities have established infant-care centers in high schools to ease the child-care burden on teen mothers. While the young mothers attend classes, their children are cared for by trained professionals. These centers also provide nutritional and child rearing counseling to the young mothers. Both Minneapolis and Houston found that school-based infant-care centers have been effective in reducing female dropout rates. Other cities such as New York have augmented school pupil services staff by working with community groups to assign a four-member team of a social worker, an employment counselor, a substance abuse specialist and a literacy instructor to each high school.

## Vocational/Career Preparation

Career preparation and experiential learning can only be successful if schools find effective ways to work together with the business community. Employers control jobs. Any successful readiness program must ultimately assist adolescents in meeting employer expectations. Values clarification, assertiveness training, interpersonal communication skills, decision making processes, and knowledge of labor market dynamics are a few contributions that at- risk programming should offer to accommodate employer expectations (Mangum, 1988).

Vocational schooling at the high school level affords the student a chance to explore careers as well as prepare for a career. Vocational education programs also serve as a deterrent to dropping out (Wm. T. Grant Foundation, 1988). We need to provide more and better job readiness training for adolescents.

Experiential learning connects students directly to employers and serves to highlight the relation between skills taught in school and those demanded by employers. Students who plan to be employed right out of high school typically spend far less time on their studies than those who plan to attend college. They see little connection between what and how much they learn and their future success in the labor market (Bishop, 1989). School-business partnerships can rectify this misperception. By providing work experience programs, students may be motivated to remain in school until they graduate. Combining entry-level skills with paid employment may enable at-risk students to see the the tangible rewards of a high school education at the same time they are trained for an occupation.

Maryland's Tomorrow is a long-term, year-round program that includes experiential and remedial activities during both the school year and the summer. The basic approach of the program is to identify potential dropouts, such as truants and underachievers, the summer before they enter high school and provide them with support throughout their high school years. Support includes work experience in both the public and private sector; motivational and leadership development; year-round remedial education; a comprehensive support network; career exploration and vocational training; and parental, private sector, and community involvement.

Cincinnati Occupational Work Adjustment Programs is another example of a school-business partnership for preparing at-risk students for the world of work. Fourteen and 15 year-old adolescents who have failed to achieve with the regular curriculum work with an "occupational work adjustment" teacher for at least 80 minutes each day. They receive work-related and individual remedial instruction in mathematics, reading, language arts, social studies, or science. They explore career possibilities , enroll in at least two academic classes each day, and also work either in public or private settings for at least 80 minutes each day. Although results from the Cincinnati experience as well as similar others have been uneven, generally the overall outcomes have been positive.

## Schools of Choice

Students are more apt to attend school if their parents are allowed to choose the school based on student needs, abilities, and interests. Some students learn best in highly structured environments, while others flourish in a freer atmosphere. Matching at-risk students to the right school may be all it takes to move them toward graduation. Both the magnet and alternative school concepts have created new options

Magnet Schools. Research suggests that magnet schools have higher attendance and lower dropout rates than district averages (Office of Educational Research and Improvement, 1987). For example, the dropout rate in Dallas' magnet schools is 3 percent, contrasted with 28 percent in the

district. This could be because magnets, while generally not established to be highly selective, tend to draw more motivated students and to provide more opportunities for those with special needs. Further, their staffs are chosen because they possess special teaching skills appropriate to a particular magnet emphasis and their classes tend to be smaller than those of other district schools. Consequently, magnets cost more to run. For instance, Dallas spends about twice the amount to educate students in its magnets schools than it does in its traditional district schools.

Alternative Schools. Some students are unwilling or unable to cope with the traditional school environment or curriculum. Alternative learning may be a last-chance option to retain these at-risk students in school and improve their academic performance and achievement. Although they vary in format, effective alternative learning environments share some common features. The intensity of specialized instruction and a wide range of services make the alternative environment different than the traditional high school. Most alternative programs tend to be competency-based, self-paced, and have individual or small-group instructional units. The employment preparation component may include job preparation, on-site vocational exploration, skills preparation, and possible part-time employment opportunities. Instructors recognize the need for nontraditional approaches to teaching by functioning as role models, counselors, and motivators as well as teachers.

Structures of alternative learning can differ greatly from self-contained to schools within schools. Some are operated by community groups or business and industry. Whatever the structure or format, alternative learning situations will be successful to the degree that they motivate adolescents to achieve.

### School Improvement/Reorganization

In school situations with high numbers of students demonstrating at-risk behaviors, alternative and extensive remedial programs are not practical. In such schools, it is better to apply the knowledge about alternative approaches combined with the components of successful high schools to restructure entire programs. For example, the concept of flexibly structured alternatives can be translated into a high school program with a simpler schedule that would permit larger blocks of instructional time. The personalized approach of the alternative school can become the supportive climate of the high school. Such restructuring efforts will need close connections with parents, colleges and faculties as well as local support groups.

It is inconceivable for schools with a large number of students demonstrating at-risk behaviors to provide enough add-on programs to meet the needs of all its vulnerable high school students. Lipsitz (1983) stresses the need for a strong school infrastructure as an essential foundation for more specialized programs to function properly. She warns that good add-on programs in a weak school structure may further weaken rather than strengthen a school. If schooling for adolescents is to improve, then the school must be the unit of change.

While most intervention programs focus on student change, Cipolione (1986) and Natriello (1987) predict that school restructuring and improvement will be a part of a school's total at-risk student approach. Programs designed to promote organizational change in schools may be more effective than components focusing on treatment of students in reaching their goals. To implement a restructuring approach, the staff of the schools participating in the Coalition of Essential Schools are seeking to identify changes that need to be made in school structures and in patterns of practice. They are questioning the multitude of functions high schools are asked to perform, the fragmented programs of most high schools, the rigid age/grade grouping of students and the use of segregated tracks, the roles of teacher and student, the length of class periods, teacher loads in terms of numbers of students, and the use of evaluation procedures designed to

differentiate students and distribute them on a normal curve, rather than to assess mastery of subject matter and ability to perform at specified levels (Sizer, 1984).

The Maryland State Department of Education's "Concept Paper on Students At Risk" (1988) encapsulates some vital observations about school improvement for all adolescents. Though research and experience show that school staffs do identify and adapt and implement changes, the same research also shows that improvement is more apt to occur when school staff have substantial outside support. Providing that support and assistance is a challenge that many improvement programs have difficulty meeting. The following research, drawn from Crandall and Loucks (1983), Roberts and Kenney (1985), and Louis and Rosenblum (1981), clarifies those supports as:

- The availability of information, materials, and training with respect to specific practices.
- The availability of personalized technical assistance over time that helps school staff work through a systematic improvement process.
- A small amount of financial resources to cover costs associated with the improvement efforts that are not normally a part of local school budgets.
- Information about how well new practices are being implemented and what effects they are having.

In addition to the challenge of applying what is currently known about fostering school improvement and restructuring, current research and experience suggest that schools may become more effective with all students when they restructure the beliefs and values that underlie the school organization. For example, Oakes (1985) found that most teachers and administrators assumed that tracking promotes overall student achievement, given the diversity of student population. Educators, Oakes notes, believe that tracking is of special benefit to less capable students who would "suffer emotional as well as educational damage" in classes with more able students. Unfortunately her analysis showed contrary findings. Students in different tracks experienced different kinds and amounts of content, used class time differently, and received different amounts of homework. In summary, she found that tracking widens the initial differences that students bring to school (Oakes, 1986).

Wehlage and Rutter (1986) summarizes the need for restructuring by noting that high schools must do business differently and provide young people with experiences of success to counteract previous and ongoing failures in their lives. One of Wehlage's major criticisms of public high school is its failure to develop relevant and appropriately challenging experiences. He indicts programs narrowly focused on basic skills or career education and argues for experiential education for all.

# CHALLENGES TO CHANGE

High schools have many practices and programs in place intended to connect the teacher, the learner, and the curriculum. Despite these practices and programs, adolescents still fail to connect with services to meet their needs.

***What are the major challenges to meeting the needs of adolescents, particularly those demonstrating at-risk behaviors?***

Tradition and limited resources are two of the most obvious barriers to change. Other challenges to change are as formidable. The Technical Team endorses the use of appropriate performance standards for adolescent growth. It also notes the challenge to devise strategies so that all students can meet those standards successfully. The Commission faces two challenges in facilitating changes that will benefit all high school students. Listed below each challenge is a series of barriers. The task of the high school is to overcome the barriers to meet the developmental needs of adolescents. High schools also need to avoid placing even greater numbers of students at risk.

**CHALLENGE ONE: To review and rethink high school practices, policies, structures, and resources to assure that they operate in the best interest of all students.**

**These high school practices, structures, and policies form barriers to change:**

## Structure/ Organization

- The large size of most high schools isolates teachers by subject matter so there is little collegial interaction, support, or teaching.
- Present scheduling and grouping practices sort students into self-reinforcing tracts.
- Schedules are not flexible in meeting the instructional and learner needs of classes like physics and chemistry laboratories, writing and drama.
- High schools are rarely structured to meet the unique characteristics of adolescent development well.
- Co-curricular activities are not varied enough or flexibly scheduled or supported to meet the diverse interests of many high school students, particularly minorities, females, or the handicapped.

## Climate

- Interactions between and among students and staff are limited by the large size of the modern high school.
- The climate of high schools places a premium on subject matter and a lesser priority on students.
- Conditions of work for high school staff do not support professionalism. Students experience the negative effects of such circumstances.
- Physical factors rather than human factors shape the climate of high schools.
- Students rarely have a voice in meaningful decisions that affect the quality of school life.

## Curriculum

- High school curriculum avoids outcome-based requirements.
- School mission statements and curricula too often emphasize only academic achievement and neglect the full range of adolescent developmental needs.
- Curricula as presently implemented often do not help students understand or apply learning in a changing world.

## Instruction

- Traditional didactic instructional practices relegate learners to a passive role with low cognitive growth results.
- Teachers display a narrow and limited repertoire of teaching behaviors.
- Little evidence exists that student learning styles affect decisions about instructional methodology.

## Expectations/Biases

- Instructional methods vary more frequently for higher-ability students than low- and average-ability achievers because of different expectations about learners of different abilities. There are generalized expectations that less able students cannot profit from strategies designed to achieve higher-level learning outcomes.
- Expectations for males, females, minorities, and the handicapped often reflect traditional biases that limit student learning.
- Schools often label students, thereby encouraging self-fulfilling prophecies.
- Stereotyping for career choices and curriculum offerings often discourage females and minorities from participating in nontraditional directions.

## Pupil Services/Social Services

- Inadequate pupil services jeopardize the best intentions of staff and students.
- Pupil services are often not integrated and coordinated. Student needs are fragmented among many job descriptions.
- Tutoring systems rarely exist and frequently have a negative aura when they do.
- Structures to provide students continuous mentoring or advising are lacking.
- Inadequate support and resources for ongoing articulation between grade levels and levels of schooling hinder smooth transitions for students.

## Policies

- School policies in regard to academic eligibility, retentions, suspensions, and credit counts are too often punitively applied and result in frustrated, disgruntled adolescents.
- Little flexibility exists in laws, bylaws, and policies that have an impact on students.

## Resources

- The absence of adequate resources and support for improved instruction impedes improvement in most high schools.
- Expenses to students for school activities such as yearbook, prom, graduation, dances, plays, and games exceed the budget of many families.
- Disparities in technological support and hardware create and reinforce inequities between students and between schools.

## Staff Development

- Too often school administration and central offices fail to place a priority on the time and resources for continuing staff development and technical support.
- Alternative models of staff development are usually not in place.

## Testing/Grading

- The fastest method of presenting information (lecture) is matched to simple response tests. This also results in low cognitive growth.
- Grading is used to sort students rather than diagnose student needs or alter instruction.

### Data/Information

- Data, if accessible at all, are frequently misinterpreted by those untrained in their use.
- Data are rarely used to plan changes in programs, policies, or procedures.

### Partnerships

- Insufficient cooperation among school, home, and community means missed opportunities for adolescent growth.
- Parents often are excluded from active involvement in the planning processes of schools.

**CHALLENGE TWO: To review and rethink a range of interventions, with resources to assure that high schools operate in the best interest of those students exhibiting at-risk behaviors**

**These high school practices form barriers to change:**

### Remedial Instruction/Curriculum

- The amount of instruction devoted to appropriate assistance in basic skills is too little or too late for at-risk students.
- Instructional practices are not addressed to specific needs of students.
- Tutorial assistance is minimal so that students often have difficulty connecting with curriculum.
- Students in need of instructional assistance rarely encounter interactive, cooperative structures to learn.
- Curriculum is too often watered down so that outcomes for students, even when met, are not meaningful.

### Climate

- Climate of high schools too often is perceived as harsh and mechanical and not compassionate in terms of adolescents with problems.
- School reward systems value athletic and academic prowess of students and only rarely recognize effort, attendance, and behaviors that underscore school success.

- Schools have incomplete or minimal support systems/structures for students who do not speak English, who are recovering addicts, and/or attend with children of their own to support.

### Career Experiences

- Vocational rather than experiential learning too often defines career learning for at -risk students.
- Career activities appear inadequate to ground students in the world of work.
- Career/vocational activities need to emphasize life-long learning.

### Pupil Services

- Inadequate pupil services programming often restricts resources delivered to students in need.
- Coordinated pupil services teams are not in place in most school systems to meet students needs.
- Too few alternative learning options and support programs are available for students demonstrating at-risk behaviors.
- Inconsistencies in using data to determine proper interventions and treatment programs highlight a failure to define why at- risk behaviors occur. Too often the student is viewed as the sole source of the problem.
- Inadequate resource support for career guidance and planning often limit student options and exploration.

The Technical Team challenges the Commission to propose mechanisms to overcome these barriers to change so that resources, technical support, and legal revisions will support individual high schools in a self-assessment of their operation and encourage the implementation of an action plan for improvement. No single, magical formula exists to hold potential dropouts in school or lure those who leave back to the classroom. An effective high school is able to provide a variety of approaches and programs that can be tailored to meet the needs of its students.

**"Engineers do not build two Golden Gate bridges to see which one will work best. They build the best bridge they can based on the principles they know" (Varella, 1978). We know enough now to greatly improve the support our institutions lend to developing adolescents. We need to begin.**

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# Appendix of Program Examples

**Programs listed alphabetically**

## ADULT PERFORMANCE LEVEL PROGRAM: APL

A competency-based system of education that combines the diagnosis, prescription teaching, evaluation, and credentialing of life-coping skills.

Elaine Shelton
2606 Top Cove
Austin, Texas 78704
(512) 444-3488

### Program Description

In order for an adult over 18 to function successfully, s(he) must possess certain minimum competencies. APL offers a complete curriculum which applies reading, writing, speaking/listening, viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. The curriculum provides the activities and materials needed to teach the life-coping skill objectives.

*Students: School Improvement / Reorganization*

## BASIC SKILLS PROGRAM

Program provides successful classroom experiences for students to ensure academic success and accumulation of required graduation credits.

Marie T. Smith
Wooton High School
2100 West Ritchie Parkway
Rockville, Maryland 20850
(301) 424-1174

### Program Description

Course objectives are the regular course offerings, modified for the special learner. Each department decides on placement so that students will only be in needed content courses. Classes offered are 9th grade required courses. Each academic department has one or more class. A student may move from a basic skills class to a regular one or vice-versa, through interdepartmental referrals. A spin-off of the Basic Skills Program is the psychology elective in the social studies department which answers the need for students to get one half of the social studies credits required for graduation. The psychology course was adapted to provide a high-interest class and a requirement for graduation.

## CALCULATOR-ASSISTED MATHEMATICS FOR EVERYDAY LIVING: CAMEL

A curriculum to increase the computation and application skills of general mathematics students.

Whiteford G. Coles
Project CAMEL
P. O. Box 1910
Daytona Beach, Florida 32015-1910
(904) 255-6475

### Program Description

CAMEL is an individualized two-year program for those students who have not been successful in mathematics. The program is based on the premise that students can learn "living skills" concepts if the amount of computation is reduced. Students in a CAMEL classroom use calculators to perform the computation necessary to learn and apply these concepts. All examples show how the given information is analyzed and entered into the calculator. All sample answers are explained to the students. The program includes eight computation modules that the students must work using paper and pencil if they cannot demonstrate mastery of the skill on a pretest. Each student in the program should have access to a calculator.



## CAREER ASSESSMENT AND PLANNING

A program providing self-management and assessment to enhance students' career awareness and planning.

Allen Johnson, Project Coordinator
Career Assessment and Planning
Goodwin Heights Public Schools
15 West 36th Street
Wyoming, Montana 49508
(616) 245-0461

### Program Description

The program provides a structured year-long career guidance curriculum that meets for one 55 minute period each day. Students are assisted in adjusting to high school and the future by planning for the world of work through 10 separate curriculum topics that include: 1) orientation to high school and career planning; 2) interest and ability testing; 3) study skills and test taking; 4) decision making; 5) career planning and four-year high school planning; 6) responsibility at home, school, and work; 7) getting along on the job; 8) goal-setting; 9) parent- teacher-student conferences; and 10) computers and you.

## CAREER DEVELOPMENT PROGRAMS

A program that uses career education activities as part of the ongoing curriculum.

Nick Topougis
Director of Career Education Programs
65 Steiner Avenue
Akron, Ohio 44301
(216) 434-3404

### Program Description

This program demonstrates the relationship between basic curriculum skills and work roles. The program provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-12). The exploration phase introduces in-depth studies in occupational areas of student choice and builds on realistic career-exploring experiences with a heavy emphasis on decision making.

During the three stages of this program, seven developmental areas are integrated into subject areas by teachers. The areas are education and training, the individual and environment, world of work, economics, self, employability and work adjustment, and decision making. A major program component is the involvement of community members and workers of all types.



## CITY AS SCHOOL: CAS

An alternative high school approved for at-risk adolescents in grades 9-12 with a high rate of truancy, lack of motivation, and an increased sense of isolation.

Marie Reilly
City As School
16 Clarkson Street
New York, New York 10014
(212) 645-6121

### Program Description

CITY AS SCHOOL is an alternative diploma-granting high school which provides students with learning experiences related to business, civic, cultural, political, or social areas. The underlying concept is that the world of experience can be joined with the world of learning. Instead of attending class in one building, students move from learning experience to learning experience and receive academic credit for each experience successfully completed.

Teachers are utilized as resource coordinators and teacher advisors. Each teacher-advisor holds weekly orientations, seminars, and class meetings, and is responsible for individual meetings with students/parents and writing college evaluations. Resource

coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring student progress, responding to students' problems, and registering students.

Provisions for transporting students to the site are needed, as are school support services.

*Students: Schools of Choice*

## COOPERATIVE FEDERATION FOR EDUCATIONAL EXPERIENCES: COFFEE

Project designed for occupational training and counseling of youth at risk.

Jan McTiernan
French River Education Center; P. O. Box 476
North Oxford, Maine 01537
(617) 987-1626 or 1627

### Program Description

The program is based on five components:

1. Academic: provides instruction in basic skills from an individualized education plan.
2. Occupational: provides hands-on educational experiences in an adult work environment.
3. Counseling: provides character building, occupational, and emotional support.
4. Pre-employment education: designed to increase employability through classroom instruction and student internships.
5. Physical Education: offers a program of recreation adapted to give students a sense of accomplishment and group cooperation.

Project COFFEE students have demonstrated significant gains on language, reading, and math achievement tests after participating in the project. Dropouts and/or potential dropouts remain in school, as demonstrated by a significant decrease in absenteeism. COFFEE students have a higher employability rate.

*Students: School Improvement/Reorganization*

## CRITICAL ANALYSIS AND THINKING SKILLS: CATS

A program that teaches students how to apply critical thinking skills to problems and issues.

Terry P. Applegate or W. Keith Evans
CATS Program
4988 Kalani Drive
Salt Lake City, Utah 84117-6421
(801) 466-9365

**Program Description**

The goals of the CATS program are:

1. To help students learn and use basic critical thinking skills so they can analyze problems more effectively.
2. To help students learn and use a decision-making process so they can make more rational decisions.
3. To help students become critical readers.
4. To help students learn the composing process.
5. To provide a way for students to realize their intellectual and creative potential.

Phase 1 has to do with defining and evaluating. Phase 2 deals with writing and revising. CATS has been used in social studies, language arts, and related classes.

*Students: Pupil Services/Social Services*

## CURRICULUM FOR MEETING MODERN PROBLEMS: THE NEW MODEL ME

A curriculum to help students understand the causes and consequences of behavior.

John R. Rowe, Director
15 Tuckaway Road
Asheville, North Carolina 28803
(216) 529-4267

**Program Description**

The New Model Me is designed to help students deal with available alternatives for solving personal problems and their consequences. It is a positive prevention program which has a flexible curriculum adaptable to student needs. It requires that a person look beyond the surface manifestations of an event to consider its possible causes. Affective materials and activities are a substantial component of the program. The New Model Me textbook includes the following units: Human Behavior Controls, Real Self, Values, Responses, and Change. The key elements are: 1) a non-judgmental classroom for discussing topics in the affective domain; 2) incorporation of the casual approach to human behavior in the classroom; 3) attainment of curriculum goals and outlined minimal instruction. The program suggests 45 classroom sessions per year with each session scheduled for 35-45 minutes.

## DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

A new method of organizing and managing an academic program for the potential dropout.

Jane Connet, Director
Project DEEP
Staff Development Center
3030 South Osage
Wichita, Kansas 67217
(316) 833-3960

### Program Description

The major goal of Project DEEP is to develop an instructional process that allows the creation of an academic environment emphasizing success for every student while decreasing student hostility to educational institutions. Students in the DEEP classroom identify needs, form objectives, develop objective-related tasks, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers students in academic subjects alternative ways to work with information. A workshop atmosphere exists in the classroom that is casual, open, trusting, and task-oriented.

The DEEP classroom is highly structured, but not as a typical academic classroom. Teachers are trained as learning facilitators, and the conflict management process is based on human relations and peer group interactions as well.



## ENGLISH, SOCIAL STUDIES, AND SCIENCE OPPORTUNITIES: ESSO

A program in which students who are at risk of failure achieve academic success.

Carol Blum, ESSO Coordinator
Winston Churchill High School
11300 Gainsborough Road
Potomac, Maryland 20854
(301) 469-8300

### Program Description

The ESSO Program is a team-teaching program that provides greater support to students in English, social studies, and science. Each team has a content area and a reading or alternative teacher. Successful strategies are in the areas of structure, involvement, and sharing.

Structure involves teacher modeling of expectations and rules of class procedures. Each class period is divided into short multi-sensory activities designed to maximize student participation. For involvement, students must participate in learning activities and social

involvement. Sharing falls into four areas: students, administration, parents, and teachers. For example, when students know what is expected of them, and how they are evaluated, their objectives and the day's tasks, they become more confident and productive toward short and long-term goals.

*Community: Vocational/Career Preparation*

## EXPERIENCE-BASED CAREER EDUCATION: EBCE

A competency-based alternative program that uses the entire community as a school.

Ted Kildegaard
EBCE Dissemination Project
National Experience-Based Career Education Association
3220 Sacramento Street
Berkeley, California 94702

### Program Description

Learning in EBCE is accomplished through carefully planned activities that utilize the knowledge and expertise of business people and other community resources. These activities effectively combine academic learning, basic skills, and career awareness. Teachers become coordinators of student learning and help students select and use community sites from various fields as resources to meet curriculum objectives. Information about the resources and related learning activities is made available to students. Preliminary exploration is followed by intensive visits to resources. Using these experiences, students complete individualized projects they design under staff supervision that incorporate specific academic life skill and career development objectives. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business and labor.

*Schools: School Improvement/Reorganization*

## FOCUS DISSEMINATION PROJECT

A secondary program for training teachers to deal with students who display a lack of motivation, confidence, and self-esteem.

Don May
Focus Dissemination Project
Human Resource Associates, Inc.
161 North Concord Exchange
South St. Paul, Minnesota 55075

**Program Description**

The Focus program effects responsible institutional change and positive student attitudes and performance by helping students learn responsibility. Through a group counseling experience, the peer group is guided to deal with problems causing their problems. The program seeks to reduce student disaffection with school and learning, to improve students' ability to relate effectively with peers and adults and to give students reason to be optimistic about the future.

The program offers courses in English, social studies, and math. Science, physical education, health, and electives are offered to students in the regular program.

One group counseling experience involving all Focus students is called Family. Each Family consists of 8-10 students and one teacher who meet together one hour daily throughout the year. Family helps students develop feelings of caring, self-worth, and concern for others within an atmosphere of positive group support.

Program effectiveness is measured in grade equivalence gains on standard achievement tests, reduction in negative behaviors, and improved attendance and grades.

*Community: Academic Assistance/Remediation*

## INSTRUCTIONAL INSERVICE TRAINING: FIRST

A literacy program that uses volunteer tutors to help adults sixteen and older whose reading level is less than 4.0.

Deborah H. Piggins
Director, Project FIRST
Division of Community Education Middlesex Community College
341A George Street
New Brunswick, New J ersey08901
(201) 249-7987

**Program Description**

Trained tutors provide one-to-one assistance to low-level adult readers. Designed to be easily integrated into ongoing Adult Basic Education projects.

*Parents: Schools of Choice*

## HIGH SCHOOL IN THE COMMUNITY: HSC

An alternative secondary school of choice within the public school system.

Matt Berenstein
High School in the Community
45 Nash Street
New Haven, Conneticut 06511
(203) 787-8635

**Program Description**

HSC is a small, innovative alternative to the traditional high school. Its purpose is to provide students and their parents with a choice of learning environments within the public school system. The program seeks to improve students' attitudes toward learning and to give them a sense of shared responsibility in the process of their education. Students plan their own schedules with staff advisors. Family groups, which consist of a staff member and guidance students, meet for an hour each day to discuss school and life. The Policy Council (governing body composed of students, teachers, and parents) participates in discussions about student education. Students receive descriptive evaluations of work accomplished and suggestions for improvement. The greatest gains have been made in students' reading skills and attitudes toward school.

*Students: Academic Assistance/Remediation*

## LET EACH ACHIEVE TO POTENTIAL: LEAP

Program focuses on underachieving students whose academic performance is not commensurate with their potential.

Evelyn Turner
Albert Einstein High School
11135 Newport Mill Road
Kensington, Maryland 20895
(310) 253-5101

**Program Description**

Student records are reviewed to identify potential candidates for the program during the second semester. Identified students and their parents are invited to a meeting. Students who elect to participate sign a contract indicating their desire to improve school performance. LEAP classes are limited to 15 students per period with each teacher responsible for four classes. During the three unscheduled periods, the teachers confer with the regular classroom teachers and call parents to report on student progress. Students earn points based upon their progress reports and use points for Saturday field trips. LEAP teachers meet after school with individual students. The classes include a study skills component and individual tutoring. For approximately one-half of each class period, students receive general study skills instruction. During the remainder of the period, students receive help with regular class assignments. Program evaluation showed that students' grades and attitudes toward school improved.

## MARYLAND PUPIL SERVICES PROGRAMS

Pupil Services Programs assist each student toward optimal health, personal, interpersonal, academic, and career development.

Mary K. Albrittain
Chief, Pupil Services
Division of Compensatory Education and Support Services
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2433

### Program Description

Pupil Services complements a quality instructional program by providing support services that assist students in reaching their full intellectual, emotional, and social potential. These many support services depend primarily on professionals providing assistance in guidance, school psychology, pupil personnel, school nursing, and alternative programming. The goal of Pupil Services Programs is to support the total educational experience, thus assuring all students the opportunity to develop skills essential for successful learning, successful emotional/social growth, and successful employment.

Pupil Services Programs use a coordinated approach to deliver efficient individual strategies by the various Pupil Services staff members. The use of the interacting Pupil Services team helps to ensure the most effective use of resources to meet students' needs while increasing professional involvement, coordination, cooperation, efficiency, and communication. Teaming allows Pupil Services staff to provide teachers and parents in need of assistance with immediate and effective help by providing continued child study.



## MARYLAND STUDENT SERVICE ALLIANCE

Program encourages public high schools to develop community service opportunities for students.

Kathleen Townsend, Program Director
Margaret O'Neill, School Programs & Mary Hepner, Summer Corps
Office of Communications and Special Projects
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2427

### Program Description

The Maryland Student Service Alliance, a program of the Maryland State Department of Education, provides technical assistance to administrators and teachers who want to establish

courses and programs in community service. It trains teachers, assists in curriculum development, and finds service placements for students. A 1985 Maryland law requires schools to make service opportunities available and to provide credit towards graduation for community service work. This program helps students use their energy, enthusiasm, and intelligence in ways that aid their development into individuals of the "strong and active character crucial to a vibrant national life."

There are three stages in the Student Service Alliance program: preparation, action, and reflection. The preparation phase includes identification of community problems, consideration of solutions, classroom and on-site training. In action, students confront community needs directly. Reflection teaches students to evaluate the success of their efforts and their plan.

Hundreds of Maryland students are now engaged in community service projects that include rehabilitation of housing, working with the elderly and others confined to institutions, ecological projects, presentations to school groups, and many more.

*Student: Pupil Services/Social Services*

## MARYLAND STUDENT ASSISTANCE PROGRAM

Provides assistance to students engaged in substance abuse.

Linda Roebuck
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2436

### Program Description

The Maryland Student Assistance Program, administered by the Maryland State Department of Education and supported by the Department of Health and Mental Hygiene, the Governor's Office of Juvenile Justice Assistance, and the Masonic Charities of Maryland, Inc., assists school staff in identifying and assisting students who may be engaged in drug or alcohol abuse and who are experiencing difficulty in school as a result.

Participating schools set up Student Assistance Teams consisting of the school administrator, nurse, counselors, and two teachers, plus assistance from drug and alcohol counselors, school psychologists, and pupil personnel workers. After 30-45 hours of training, teachers make counseling and resource referrals for students and their families.

This program currently operates in 27 schools and 15 counties in Maryland.

*Schools: School Improvement/Reorganization*

## MARYLAND TEACHER DECISION MAKING PROJECT (TDM)

Building local school control through the development of a school management team that provides intensive staff development.

Phyllis Sunshine,
Pupil Services Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2443

**Program Description**

The Teacher Decision Making Program (TDM) follows an organizational development model in which a school team, headed by the principal, receives intensive training, makes a diagnosis on the usability of that training at their site by reading site data, sets goals in the light of that data, and then plans and delivers appropriate staff development and coaching experiences to secure that goal. Component features of the program encourage individual and team growth for all staff so that all students benefit.

The program is more than a sequence of staff development experiences. Participants attend monthly training sessions as a school team with their principal and cover a carefully selected series of topics: teacher judgments, management routines, expectations/perceptions, data assessment, thinking skills, team building, and so forth . They meet on-site once a month with the facilitator to discuss "findings" from their classroom/coaching experiences as follow-up to the monthly sessions. As future trainers in their building, the team works to fine-tune strategies to provide data on the success of the strategy with these children, at this time, at this site.

TDM is a three-year program which recognizes that learning a repertoire of effective behaviors is the conditional first step in facilitating student learning and behavior. Making teachers more aware of their own decision-making strategies should enhance their ability to make more effective decisions (Flodan and Feiman, 1980).

*Students: Academic Assistance/Remediation*

## MARYLAND'S TOMORROW

An innovative program for dropout prevention.

Marion Pines
Senior Fellow,
Institute for Policy Studies
Johns Hopkins University,Shriver Hall
Charles and 34th Streets
Baltimore, Maryland
(301) 338-7169

Irene Penn
Branch Chief
Employment and Development
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2423

**Program Description**

Maryland's Tomorrow, a joint effort between public agencies and the private sector, is based upon higher expectations for our youth in academic achievement, school completion, and successful transition to the workplace. Its goals are to improve school attendance, increase skills competency, increase the number of high school graduates, and increase the number of those going on to post-secondary education and employment.

This program offers the following services, with the goal of high school graduation for all Maryland students:

1. Basic skills remediation through computer-assisted tutoring and summer learning programs.
2. Work exposure and experience from career exploration, community service, and vocational training.
3. Motivation, leadership, and character development.
4. Student support systems: mentors, advocates, peer support groups.
5. Transition services, such as junior year on campus and apprenticeships.

*School: Pupil Services/Social Services*

## MARYLAND YOUTH SUICIDE PREVENTION PROGRAM

Assists school systems in developing good suicide prevention programs.

Michelle O. Prumo and Lynn Linde
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2433

### Program Description

The Maryland Youth Suicide Prevention School Program is a framework designed to assist local education agencies to 1) assist in increasing the awareness among school personnel and community leaders of the incidence of teen suicide, 2) train school personnel in individual and schoolwide strategies of teen suicide awareness/prevention, 3) develop and implement school-based preventive and pilot programs, and 4) facilitate cooperative efforts to use community resources in the development and implementation of teen suicide prevention programs.

*Students: Academic Assistance/Remediation*

## MATH MOTIVATIONAL CENTERS: M2C

A pull-out program that provides intensive remedial instruction.

Carolyn Rosenfield and Raymond Senes
105 Main Street
Norwalk, Conneticut 06852
(203) 847-0481 x 266

### Program Description

Each Math Center is set up to operate separately from the math classroom. The M2C instructional management system provides for diagnosis through curriculum-referenced

pretests. Prescriptions guide the teacher and students to appropriate learning materials which are available in several modes. Mastery of each instructional unit is measured by criterion-referenced posttests. Simplified record-keeping is used to document each student's progress. There are 239 separate learning math tasks and a series of matched math applications. As the student completes a unit and passes the unit test, progress is recorded on his folder to allow the student to identify the exact skills mastered and the progress being made. The program allows students to drop in as their schedule permits to work on their own and with fellow students in peer tutoring.

*Community: Vocational/Career Preparation*

## MULTI-SERVICE COMMUNITY CENTERS PROGRAM: MSCC

Local programs and services are coordinated by MSCC to meet the educational, vocational, employment, recreational, and leisure needs of youth and adults.

Clare McNiff
Division of Instruction
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2362

### Program Description

The MSCC provides for the coordination and development of local programs and services to meet the identified vocational, educational, employment, recreational, and leisure needs of in-school and out-of-school youth and adults. The major program components include information and referral services, career and vocational counseling and assessment, and job referral.

*Students: Vocational/Career Preparation*

## OCCUPATIONAL AND CAREER DEVELOPMENT

A sequential career education program focusing on student awareness, exploration, and preparation.

Judy Comer
Career Education Supervisor
Cobb County Public Schools
P. O. Box 1088
Marietta, Georgia 30061
(404) 426-3411

**Program Description**

Awareness and orientation are emphasized at the elementary level, exploration and orientation at the middle school level, and preparation and information at the secondary level. The career education theme has six process goals: student evaluation of self-characteristics, exploration of broad occupational areas, introduction to the economic and social values of work, introduction to psychological and sociological work values, consideration of educational and training alternatives, and development of student decision-making skills related to the other goals. Six elements, incorporated into career education activities at all grade levels, include hands-on activities, role playing, community field trips, resource people in the classroom, subject matter tie-ins and introduction to occupations in the community relative to students' interests and abilities.

*Students: Pupil Services/Social Services*

## OMBUDSMAN

A school-based, semester-long drug education/primary prevention program for grades seven and eight.

Jay Kenny Charlotte
Drug Education Center
1416 East Morehead
Charlotte, North Carolina 28204
(704) 336-3211

**Program Description**

Ombudsman is a structured course designed to reduce in students certain psychological and attitudinal characteristics statistically related to drug use. There are three major phases in the course: the first focuses on self-awareness and helps students see individual attributes; the second teaches group skills and assists with communication, decision making, and problem-solving techniques that are also useful in other contexts; the third phase allows students to use insights and skills gained in the first two phases to carry out a project within the community or school. The program is presented to a class two hours per week for one full semester.

*Students: Pupil Services/Social Services*

## PEER TUTORING

A program which offers students of different abilities an opportunity to work together.

Susan Pavek
Walt Whitman High School
7100 Whittier Boulevard
Bethesda, Maryland 20817
(301) 320-5900

**Program Description**

Any student who wants one-on-one tutoring in any subject area can participate in the program. The student can request permission to be tutored or a teacher can refer the student. Peer tutoring occurs two periods a day with a teacher checking attendance and maintaining order. There is a training period for tutors in which they are provided an opportunity to view, practice, and discuss various techniques that will assist students in learning. Tutors find that they learn better when they teach, and students being tutored find their grades improve. The self-concept of both groups improves dramatically.

*Students: Academic Assistance/Remediation*

## PROJECT CATCH-UP

A diagnostic, prescriptive program in reading and/or math.

Fay Harbison
Project Catch-Up
P.O. Box 2506
Newport Beach, California 92663
(714) 548-4240

**Program Description**

Project Catch-Up is a laboratory program for under-achieving students that can be adapted into any existing reading or math program. Classroom and lab teachers identify program participants and establish a lab schedule that does not cause a student to miss reading or math in the regular program. Individual student needs are identified by means of continuous diagnostic testing. Materials and methods are then selected from a wide variety of high-interest resources. Students spend an average of one-half hour per day in the lab, in groups of one to four, and working with the lab teacher on skill deficiencies. The program is designed so that each child, armed with increased confidence, experiences success and moves toward the acquisition of more difficult skills. On the average, students have doubled their rate of growth in math and reading skills as measured by the CTBS and the CAT.

*Schools: Academic Assistance/Remediation*

## PROJECT CLIMB (COORDINATED LEARNING INTEGRATION - MIDDLESEX BASICS)

A program for excellence in basic skills in reading and mathematics, designed for all ability levels in grades K-12.

Project CLIMB
Barbara Brenner
Middlesex Public Schools Administrative Offices,
Kennedy Drive
Middlesex, New Jersey 08846
(201) 968-4494

**Program Description**

Project CLIMB offers a diagnostic/prescriptive approach in the acquisition of reading and mathematics skills, which provides a management design for coordinating and integrating classroom and support personnel; it uses existing instructional materials.

The program has a teacher-developed and teacher-tested curriculum component which identifies basic skills in the form of skills arrays, providing an evaluation system for each identified skill and providing a record-keeping system that monitors student progress.

The training component includes methods for use of curriculum components, identification and correlation of the district's curriculum materials to CLIMB skills arrays, administrative tactics for coordinating classroom instruction with support personnel, classroom implementation and management, and ways to incorporate basic skills into content areas.

*Students: Vocational/Career Preparation*

## PROJECT 50/50

A computer technology secondary curriculum that is targeted for ethnic minorities, females and disadvantaged youth.

Robert W. Richardson
French River Education Center
North Oxford, Maine 01537
(617) 987-1626

**Program Description**

Project 50/50 is an education/industry partnership program designed to assist at-risk students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The curriculum consists of four components:

COMPUTER AS A SUBJECT covers computer applications, history, terminology, and robotics.

COMPUTER AS A TOOL introduces programming in LOGO and BASIC languages.

COMPUTER AS A CAREER focuses on tech-based careers and job opportunities.

COMPUTER AS A METAPHOR uses maps and compass skills.

Project 50/50 students have demonstrated greater acquisition of computer skills, self-esteem, and gains in math, reading, and language.

## PROJECT INTERCEPT

A positive program for intervention and remedy of students at risk of failure.

James E. Loan, M.A.
Project Intercept
1101 South Race Street
Denver, Colorado 80210
(303) 777-5870

### Program Description

Project Intercept is an intervening program which trains selected faculty members in addressing problems before they arise. Initially there is an inventory and assessment of needs. These form the basics for setting specific goals and selecting faculty and training which encompasses organization, discipline beliefs and learning theory. A year-end assessment provides information for a prototype design for the second year. Group counseling and family intervention are other important components of the program.



## PROVISO READING MODEL

A program of structured sequential activities to remedy serious reading problems.

Dale Crawford
Project Director
Proviso Township High Schools
District 209 807
South First Avenue
Maywood, Illinois 60153

### Program Description

The Proviso Reading Model is a four-year program. Disabled readers in the ninth grade enroll in the program's Level I course in English, general science, and math fundamentals. In tenth, eleventh and twelfth grades, remedial students enroll in program courses for those levels. The model is based on four convictions: 1) that poor readers can improve, even in high school; 2) that a good program must be based on defining reading as a thinking skill; 3) that reading skills may be learned through visual literacy, composition, oral communication, mathematical computation, languages, and listening activities within courses in English, science, and mathematics; and 4) that there are materials and strategies attractive enough to make reluctant students excited. The program allows for a variety of teaching strategies.

## READINESS, RELEVANCY, AND REINFORCEMENT: Project R3

A motivational basic skills program that interrelates reading and mathematics through activities involving career awareness.

Pauline E. Perazzo
Director, Project R3
1635 Park Avenue
San Jose, California 95126
(408) 287-1111 or 1112

### Program Description

Project R-3 interrelates reading and mathematics and supplies reinforcement through games/simulations, parental involvement, and staff development. The main objective is the upgrading of essential mathematics skills. With the aid of classroom games and simulation, students are motivated to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The program uses the diagnostic/prescriptive individualized approach in math. The games and simulated activities involve team learning, the decision-making process, and career awareness development.



## READING AND CONTENT-AREA RESOURCE CENTER:RECARE

A secondary developmental reading and study skills program designed to "recare" about the reading and study skills of students in grades 10-12.

Patricia S. Olson
Project Director ReCaRe Center,
Henry Sibley High School
1897 Delaware Avenue
West St. Paul, Minnesota 55118

### Program Description

ReCaRe is a one-semester course based on an individual education plan that provides for group instruction one day a week and individualized instruction during the remaining four days. Students rotate through reading comprehension, vocabulary, reading rate, and study skills. An individual educational plan is developed for each student. Students are responsible for developing a more extensive vocabulary, increasing reading rate, completing appropriate study skill units, and developing comprehension skills. Students are assigned materials relevant to their needs and interests at appropriate reading levels. Maximum opportunity is provided for success. Throughout the semester, students record and evaluate their work daily and are evaluated by the teacher each week. The main objective is to help all students become efficient, independent learners prior to leaving high school.

## READING/WRITING WORKSHOP

A workshop that links the complementary skills of reading and writing in a direct, cohesive program.

Margaret Hansen
Montgomery Blair High School
313 Wayne Avenue
Silver Spring, Maryland 20907
(301) 587-2700

### Program Description

Program goals for student success are improved reading comprehension, fluent writing skills, increased academic achievement, improved self-esteem, and motivation. Students reading three or more years below grade level participate in two periods daily with basic instruction in reading, English, and writing. Peer response groups and conferencing are important parts of this process. Small classes of 8-18 students allow for intensive remediation. Standardized tests administered in September and June record student progress. Parental involvement is elicited. Specific entrance and exit criteria are provided in writing to students, parents, staff, and administrators. Students who meet the exit criteria move on to higher-level classes. Gains in reading comprehension grade level scores ranged from 1.5 to 2.5 years after one year of instruction. Writing scores have improved 20 to 30 percentiles in one year.



## SPECIAL, ALTERNATIVE, AND REMEDIAL CLASSES: SPARC

A program designed to provide a comprehensive range of supports and services to low-achieving students.

W. Thomas Kranz
Gaithersburg Junior High School
450 Diamond Avenue
Gaithersburg, Maryland 20877
(301) 926-3550

### Program Description

SPARC provides appropriate instruction in groups of 15-128 students for all skill-deficient students. Content areas in English, math, science, and social studies are offered to 9th and 10th graders. Students are scheduled into SPARC classes only in areas in which they are skill-deficient. During a planning session for SPARC staff, departmental members do interdisciplinary planning, content area planning, and student-related planning regarding individual students' academic or behavioral problems. Classes are scheduled within the academic department areas so that students won't feel isolated or separated from the rest of

the students. Average yearly gains in reading comprehension have ranged from 8 months to 2 years, 3 months.

*Students: School Improvement/Reorganization*

## STRATEGIES FOR STUDENT ACCOMMODATION

A support program for students with special problems such as learning- disabled readers, academically unmotivated and/or skill-deficient students.

Beverly Canaday
Churchill High School
11300 Gainsborough Road
Potomac, Maryland 20854
(301) 469-8300

### Program Description

Teachers ensure success for students with problems by constructing aids which address student deficiencies and by organizing lessons which promote student involvement. Students have a specific task to perform at the beginning of each class period--to record their answers on a card. This activity sets the tone by immediate involvement of students so that they can focus on the lesson for the day. The teacher scores these daily tasks and incorporates the scores into the marking period grade. The completed card becomes an important study aid. Other strategies include the use of study guides, visuals, and document analysis activities. Improved grades, positive attitudes, and increased enthusiasm are examples of results which occur.

Students: Academic Assistance/Remedation

## STRENGTHENING OF SKILLS (SOS)

Focuses on organizational and study skills within individual learning styles in preparation for junior/middle school.

Lil Kilgallen
Resource Program Teacher
Fields Road Elementary School
One School Drive
Gaithersburg, Maryland 20878
(301) 840-7131

### Program Description

Listening, note-taking, memory, test-taking, and time management skills are taught in coordination with individual learning techniques. Students become more familiar with their unique learning style preferences in an effort to become more independent and self-confident learners.

## SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING (STEP)

Training program for parents in improved family communication and effective parenting.

American Guidance Services
P. O. Box 99
Publisher's Building
Circle Pines, Minnesota 55014-1796

### Program Description

STEP and STEP-Teen (for parents of teenagers) consist of videotapes and booklets to train parents in the use of effective parenting skills. Topics include understanding misbehavior, knowing yourself as a parent and your child as an individual, encouraging children's self-confidence, how to listen to children, ways to express feelings and ideas, logical consequences discipline, how to hold a family meeting, and developing your potential as an adult.

Of all programs of inservice training for parent effectiveness, STEP is rated the highest by guidance counselors.



## TEACHER ASSISTANCE TEAMS

A model program to provide assistance to regular classroom teachers as they work with students showing difficulty.

Hattie Washington, JoAnne Carter, Hal Hayden
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2401, 2435, 2480

### Program Description

The Teacher Assistance Team model is a system for within-building problem solving by and for regular classroom teachers. It is based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working together in a problem-solving process. The goals of the model are:

* To help regular education teachers to individualize instruction to meet the needs of all students-normal, handicapped, and gifted.
* To support teachers in mainstreaming handicapped students.
* To provide an efficient pre-referral screening for special education teachers.

The system is designed to provide prompt, accessible support to teachers. Teachers refer students with problems to a team of three elected teachers within the building.

The team and the referring teacher jointly engage in a structured process of conceptualizing the problem, brainstorming solutions, and planning interventions. Parents, students, and other specialists participate in some cases. A series of follow-up meetings are held to evaluate the student's progress and to plan further intervention. When appropriate, students are referred to special education.

The model is very cost-effective. It has been developed to minimize time and paperwork requirements. No additional staff need be hired. It has been shown to be effective in a wide variety of school districts ranging from metropolitan to rural areas.

*Schools: Academic Assistance/Remediation*

## STUDENT TEAM LEARNING

A set of instructional techniques placing students in four- or five-member, heterogeneous learning teams to master basic skills.

Barbara A. Bennett
Dissemination and Training Coordinator
Center for Social Organization of Schools
Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
(301) 338-8249

### Program Description

Student Team Learning (STL) is an instructional approach consisting of three major techniques: Student Teams Achievement Divisions (STAD), Teams-Games-Tournaments (TGT), and Jigsaw II. All three require students to work in learning teams that are heterogeneous in terms of academic achievement, race and sex. In STAD, student teams study worksheets following a teacher presentation, and then take individual quizzes to demonstrate how much they have learned. The quiz scores are summed to form a team score which is printed in a weekly newsletter. In TGT, students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. The STL program as a whole is approved for intergroup relations.

*Schools: Academic Assistance/Remediation*

## TEACHER EXPECTATIONS AND STUDENT ACHIEVEMENT: TESA

A staff development program, TESA focuses on teacher-student interactions.

Sam Kerman,
Program Director
TESA
Diamond Bear, California

**Program Description**

Teacher Expectations and Student Achievement offers inservice training in understanding and using the relationship between teacher expectations and student learning. Fifteen specific teacher behaviors, which differ for students for whom low expectations are held and students for whom high expectations are held, are identified and organized into five instructional units at monthly workshops.

Teachers participating in the workshops are asked to pick five target students in one of their classes for whom they hold high expectations and five students for whom their expectations are low. Following each workshop, each teacher is observed a minimum of four times over a period of four weeks by workshop peers. The observer codes teacher behaviors directed toward the targeted "highs" and "lows" according to the focus of each workshop unit.

*Students: Vocational/Career Preparation*

## WAYNE CAREER EDUCATION PROGRAM

A series of three sequenced curricula leading to career choices.

Thomas Hudak,
Program Director
Wayne Career Education Program
Wayne Township Public Schools
50 Nellis Drive
Wayne, New Jersey 07470
(201) 694-8600

**Program Description**

Three strands have been developed in this program for three grade levels: Career Awareness, Grade 8; Career Exploration, Grade 9; and Employment-Seeking Skills, Grades 11-12.

In the area of career exploration, the curriculum is centered on 10 cycles, each focused on a career area. Classes meet daily for 18 days, then rotate to the next cycle. Career areas include business and office, marketing and distribution, health, commercial art, consumerism, food, industry and mechanical contracting. The area of employment- seeking skills has two phases. In Phase I, students apply research skills to the writing of a career research report during a nine-week period. Resumes, employment/college applications, and interviewing techniques are also covered. Phase II provides job placement services for part-time work to assist non-college-bound students in their transition from school to work.